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ABSTRACT

A telephone survey was undertaken in February 1996 of the 400 randomly selected members of the Oregon high school graduating class of 1995 and 400 ethnic minority graduates, in an update of a similar study done of the class of 1993. The study aimed to identify the percentage of the graduating class who attended a postsecondary institution in fall 1995, their specific college choices, the reasons for those choices, reasons for those who chose not to go to college, and students' high school grade point averages. Over 60 percent of the respondents to the survey were enrolled in some form of postsecondary education in fall 1995. With the additional delayed enrollment likely over the next year, the college attendance rate of the class of 1995 in the 18 months following graduation could be more than 80 percent. The largest proportion of those going to college chose an Oregon community college. The major reasons for choosing or not choosing a college were related to costs and institutional academic reputation. Appendices provide additional data on the representativeness of survey respondents and sample comments from respondents. (CK)

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Oregon State System of Higher Education

ED 394 474

Where Have All the Graduates Gone?

Survey of the Oregon High School Graduating Class of 1995

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HE 029 120

April 19, 1996

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Executive Summary

BACKGROUND A telephone survey was undertaken in February 1996 of the Oregon high school graduating class of 1995, an update of a similar study of the class of 1993. This study aimed to identify the percentage of the graduating class who attended a postsecondary institution in fall 1995, their specific college choices and the reasons for those choices, reasons for those who chose not to go to college, and high school grade point average. Telephone interviews were conducted with 400 randomly selected high school graduates drawn from the OSSHE Post High School Plans survey data base, with an additional 400 interviews conducted with ethnic minority graduates. The ethnic minority over-sample was weighted proportionately and merged with the general random sample.

ENROLLMENT The college enrollment rates of the Oregon class of 1995 are very similar to those of the class of 1993, and to rates for the United States as a whole. In both Oregon classes, the proportion of women enrolled in college was substantially larger than the proportion of men enrolled, a statistically significant difference in both years.

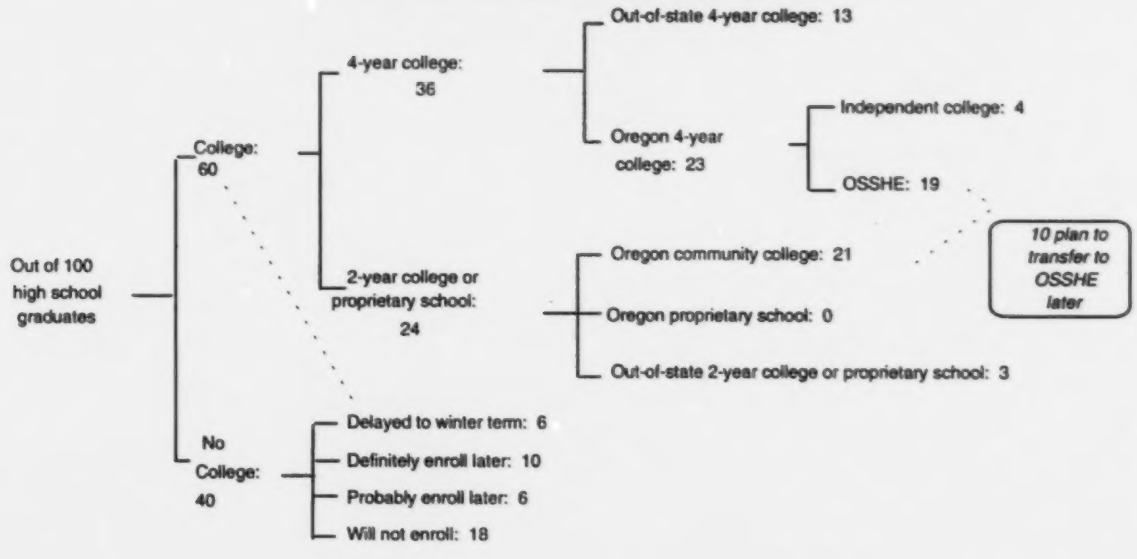
Percent of High School Graduates Enrolled Fall Term Following Graduation

	Men	Women	Total
Oregon—1995	54.8	65.7	60.3
Oregon—1993	57.6	67.0	62.5
U.S.—1994	60.6	63.2	61.9

Over 60% of the respondents in the Oregon class of 1995 survey were enrolled in some form of postsecondary education in fall 1995. With the additional delayed enrollment likely over the next year, the college attendance rate of the class of 1995 at the end of eighteen months following graduation could be more than 80%, based on the findings of this survey.

CHOICES The largest proportion of those going to college chose an Oregon community college (21.3%), with 18.5% enrolling in OSSHE.

1995 Oregon High School Graduates:
Where Did They Go Fall Term After Graduation?


Out of 100 high school graduates
College: 60
4-year college: 36
Out-of-state 4-year college: 13
Oregon 4-year college: 23
Independent college: 4
OSSHE: 19
10 plan to transfer to OSSHE later
2-year college or proprietary school: 24
Oregon community college: 21
Oregon proprietary school: 0
Out-of-state 2-year college or proprietary school: 3
No College: 40
Delayed to winter term: 6
Definitely enroll later: 10
Probably enroll later: 6
Will not enroll: 18

REASONS The major reasons for choosing or not choosing a college are related to *prices and cost to students* and to *academic reputation*:

- The affordable cost of OSSHE compared to other four-year college options was a major reason for respondents who chose an OSSHE institution. On the other hand, the relatively high cost of OSSHE compared to a community college was a major reason those attending an Oregon community college did not attend an OSSHE institution. (Nearly half of those going to an Oregon community college said they plan to transfer to an OSSHE school later.) For students selecting private four-year and out-of-state institutions, the availability of good financial aid and scholarships was a major reason for their choice.

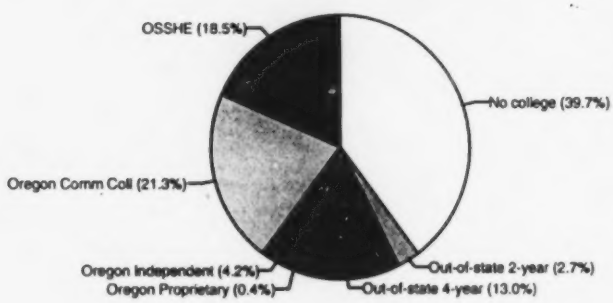
- The cost of college was the major reason cited for those not attending any college. Other important reasons were entry into military service and having a work schedule that did not allow them time to go to school.

- The academic reputation of the institution or major program of study was the first or second most important consideration for respondents choosing any of the four-year college options, public or private.

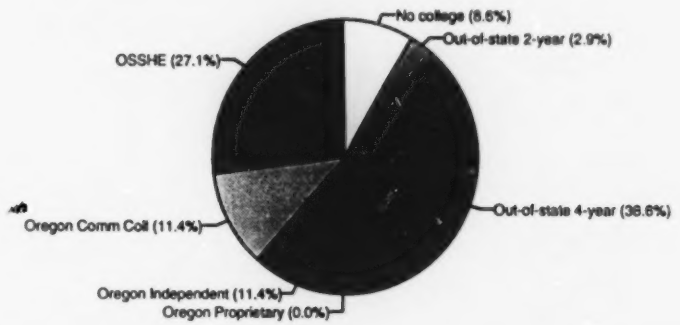
- For community college students, the desire to stay close to home was a major factor in their selection of the community college. Similarly, many of the students choosing OSSHE did so because they wanted to stay closer to home. Conversely, students attending an out-of-state institution cited "wanting to leave Oregon" as a major reason for their college choice.

- A large proportion of the top students leave the state to attend college: nearly 39% of the respondents with high school grade point averages of 3.75 or better attended an out-of-state institution.

College Choice of All Respondents



College Choice of High GPA Students



BACKGROUND

To gain a better understanding of the post high school activities of Oregon high school graduates, a telephone survey was undertaken in February 1996 of the Oregon high school graduating class of 1995. This survey is an update of a similar study of the class of 1993, reported in the OSSHE publication *Where Have All the Graduates Gone? Survey of the Oregon High School Graduating Class of 1993.*

This study aimed to identify the percentage of the graduating class who attended a postsecondary institution in fall 1995, their specific college choices and the reasons for those choices, reasons for those who chose not to go to college, and high school grade point average. Demographic variables of gender, race or ethnicity, and home county were included.

Telephone interviews were conducted with 400 randomly selected high school graduates drawn from the OSSHE Post High School Plans (PHSP) survey data base, with an additional 400 interviews conducted with ethnic minority graduates. The ethnic minority over-sample was weighted proportionately and merged with the general random sample. Interviews were conducted with either the high school graduate or, if he or she were not available, with a parent. Since most of the requested information was of a factual nature likely to be known by a parent, parental responses were considered valid. The reported survey results identify whether the respondent was the graduate or parent.

Appendix 1 shows comparisons of survey respondents, the overall PHSP survey database, and all 1995 Oregon public high school graduates along the variables of gender, ethnic group, and geographic region in Oregon. On all three variables, the distribution of survey respondents mirrors that of the larger databases. As conventionally reported in polls or surveys of this type, the margin of error for this survey is about plus or minus 5%. The actual margin of error varies from question to question.

The similarity between this survey and previous surveys (discussed in more detail in a later section of this report) in the general patterns of enrollment and college choice gives a high degree of confidence that the results accurately reflect the choices of 1995 Oregon graduates. As an example of the validity of the sample survey approach, the class of 1993 survey results were very close to the actual enrollment data later collected on all new fall 1993 Oregon freshmen by the Office of Educational Policy and Planning (OEPP), shown in the following table.

Comparison of Oregon Class of '93 Studies

Enrolled in Oregon	OSSHE Sample Survey	OEPP Data
Oregon State System	17.5%	15.3%
Oregon community college	25.2%	24.5%
Oregon private college	5.3%	5.4%
Private vocational/proprietary	0.6%	NA

This class of 1995 survey was conducted using the same research design and instrument developed by the OSSHE Office of Institutional Research Services for the class of 1993 survey. The telephone interviews, data entry, coding, and file preparation were carried out by Alliance Interviewing Services and MarketLink of Eugene.

FINDINGS

What Proportion of Oregon High School Graduates Attend College?

Table 1 shows that over 60% of the respondents in the Oregon class of 1995 survey were enrolled in some form of postsecondary education in fall 1995. An additional 5.5% delayed enrollment to winter 1996. Another 9.5% said they would *definitely* enroll in college within twelve months, while 6.3% said they would *probably* enroll within twelve months. Thus, the college attendance rate of the class of 1995 at the end of eighteen months following graduation could be more than 81%, based on the findings of this survey. These rates are very similar to those of the earlier survey.

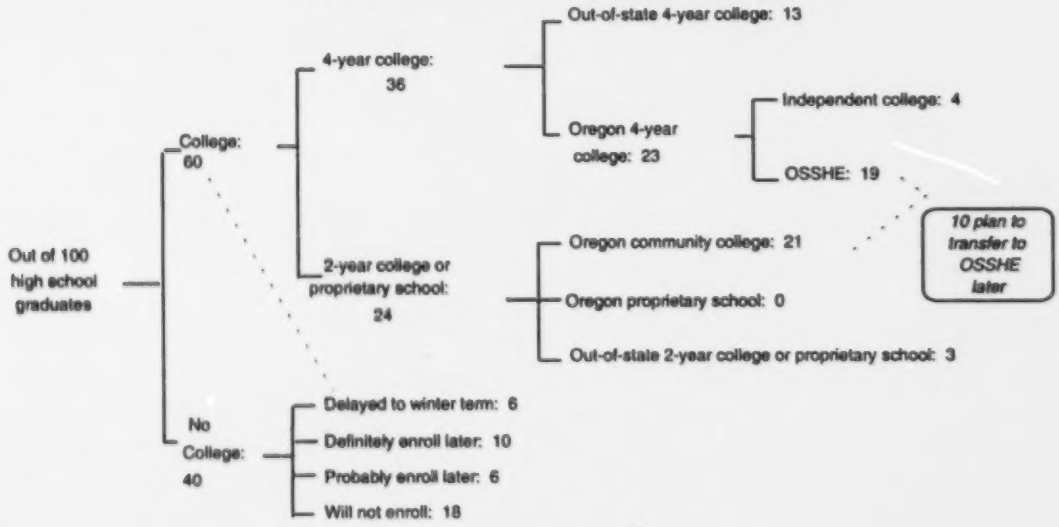
The overall college enrollment rate for Oregon high school graduates is comparable to the U.S. average (Table 2). Oregon's figures show differences, however, in rates by gender and ethnic group. Compared to the national average, the enrollment rate for African American and Hispanic graduates is higher in Oregon (comparable national data for American Indian and Asian American students are not available). And, in both Oregon surveys, the proportion of women enrolled in college was substantially larger than the proportion of men enrolled, a statistically significant difference in both years.

Table 3 shows the distribution of college choice along several demographic variables. Larger proportions of women were enrolled in every college category except two-year out-of-state colleges and Oregon proprietary schools (there were only two respondents in the latter category). The distribution by region and by ethnic group is generally comparable across the college choice categories. The differences in grade point average distributions will be discussed later in the report.

Where Do Students Choose to Go to College?

As Table 1 shows, the largest proportion of those going to college chose an Oregon community college (21.3% of the survey respondents). The Oregon State System enrolled 18.5%. Oregon independent colleges enrolled 4.3% of the survey respondents, while proprietary schools in Oregon enrolled just 0.5%. Nearly 16% of the respondents attended an out-of-state college or university: 13% went to a four-year institution and 2.7% went to a two-year college. This distribution is shown graphically below.

1995 Oregon High School Graduates:
Where Did They Go Fall Term After Graduation?


Out of 100 high school graduates
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4-year college: 36
2-year college or proprietary school: 24
Out-of-state 4-year college: 13
Oregon 4-year college: 23
Independent college: 4
OSSHE: 19
10 plan to transfer to OSSHE later
Oregon community college: 21
Oregon proprietary school: 0
Out-of-state 2-year college or proprietary school: 3
Delayed to winter term: 6
Definitely enroll later: 10
Probably enroll later: 6
Will not enroll: 18

Why Do Students Choose an OSSHE Institution?

A State System institution was the choice of 18.5% of the overall survey respondents, or 31% of the college-going respondents and 52% of those attending a four-year institution. In response to an open-ended question, *a high quality program in my major* was cited by more than half of those students (52.7%) as among the reasons they chose the State System (Table 4). Many students chose the OSSHE institution because they wanted to stay closer to home (44.6%); some because they liked the social environment (21.6%). When asked to rate the importance of various reasons for choosing an institution, almost all of the students (96%) said *being able to afford the cost of OSSHE* was either very important or somewhat important, and nearly 90% said that the *good academic reputation* of the OSSHE institution or program was important in their choice (Table 5). Relatively few respondents mentioned receipt of a scholarship or the availability of a desired sports program as significant reasons for their choice of OSSHE.

Why Do Students Choose Another Institution in Oregon Instead of OSSHE?

An Oregon community college was the choice for 21.3% of the overall survey respondents, or 35% of the college-going respondents. As shown in Table 6, these respondents rated as either very important or somewhat important reasons for their choice *wanting a college closer to home* (76.5% of community college respondents), *not being able to afford the cost of OSSHE* (71.8%), and *planning to transfer to OSSHE later* (71.8%, including 53% who said it was a "very important" reason).

An Oregon independent college was the choice for 4.3% of the overall survey respondents, or 7% of the college-going respondents and 12% of those attending a four-year institution. As shown in Table 7, the major reason for that choice concerned the perceived *better academic reputation* of their chosen college (94.1%), and the award of *financial aid* (70.6%) or a *scholarship* (64.7%).

Why Do Students Choose an Out-of-State Institution?

A four-year institution outside Oregon was the choice for 13% of the overall survey respondents, or 22% of the college-going respondents and 36% of those attending a four-year institution. As shown in Table 8, the perceived *better academic reputation* of their chosen college was the top reason cited by those respondents (67.3%) as either very important or somewhat important in their choice. A majority also said they *wanted to leave Oregon* (57.7%) and that they *received a scholarship* (55.8%) or *better financial aid* (51.9%) at their chosen college. Fewer students in the class of 1995 compared to the class of 1993 cited the *worry that a desired academic program in OSSHE might be cut*.

A two-year institution outside Oregon was the choice for 2.7% of the overall survey respondents, or 4.5% of the college-going respondents. A majority of these respondents attend Ricks College in Idaho, a two-year college affiliated with the Church of Jesus Christ of Latter-Day Saints. Table 9 indicates that the *academic reputation* of their chosen college, a *better financial aid award* or *scholarship*, and the *cost of OSSHE* were among important reasons for the choice of college for this group.

Where Are the "High GPA" Students Going to College?

The high school grade point average (GPA) data in this survey were obtained through self-reports by the high school graduates or second-hand reports by parents. For this reason, caution should be used in interpreting the GPA data.

Of particular concern is the "high GPA" group--those with a GPA of 3.75 to 4.00--which constitutes 17.5% of the survey respondents. Table 10 shows the college attendance patterns of the high GPA group compared to all respondents. Students graduating with a high GPA show higher rates of college attendance: more than 91% compared to 54% for other respondents (where "other" does not include the high GPA students). Nearly 39% of the high GPA group attended an out-of-state four-year institution.

As would be expected, there are variations in GPA according to the type of college attended (see Table 3). The comparison among four-year institutions shows that 25.7% of those attending OSSHE had a GPA of 3.75 or more, while for Oregon independent colleges the figure is 47.1% and for out-of-state four-year institutions the figure is 51.9%.

A more detailed analysis is included in Table 11, showing comparisons between respondents attending the University of Oregon and Oregon State University and those attending out-of-state four-year institutions. The proportion of high GPA students attending out-of-state institutions is still substantially higher than the proportion attending OSSHE's two research universities.

What Are the Reasons for the College Choices of High GPA Students?

As shown in Table 12, among respondents in the high GPA group who chose the State System, the reasons were almost identical to those for all OSSHE respondents, except that for the high GPA students, *having admission requirements I could meet* was considerably less important (cited by just 36.8% compared to 60.8% for all students choosing OSSHE).

Inasmuch as the largest proportion of high GPA students were those going to out-of-state four-year institutions, and the majority of students attending those institutions were in the high GPA group, the reasons cited for their college choice reflect the choices of the out-of-state four-year group as a whole: the perceived *better academic reputation*, the *desire to leave Oregon*, and receipt of a *scholarship* or *better financial aid award*.

What Are the Reasons for Not Attending College?

As shown earlier, 39.7% of the respondents did not attend any college in fall 1995, although 14% of that group delayed enrollment until winter term and another 40% of those not attending college indicated they would be likely to attend college sometime during the next twelve months. As Table 13 shows, the most frequently cited reason for not attending college was that the respondent *couldn't afford college*, cited by 20% of those not attending college. Nearly 18% indicated that they (or their spouse) entered the military service instead of going to college, 16% said that their work schedule did not permit them to go to college, and 10% indicated they had not actually graduated from high school.

For a number of respondents, attending college immediately following high school simply was not a very attractive option. Some *wanted a break from school, couldn't decide what to do, just didn't want to go to college*, or were *not ready for college*.

What Else Did the Respondents Say?

Respondents were given an opportunity to add any other comments about their choices, about higher education, or about the survey that they thought should be included in the study. The survey comments were compiled separately for the "general" sample and the "ethnic" over-sample. These comments are included, unedited, in Appendix 2.

Table 1

College Enrollment Rates: Class of 1995 Compared to Class of 1993

(Percent of Total Sample*)

	Class of 1993	Class of 1995
Enrolled in a postsecondary program fall term after graduation	62.5	60.3
Oregon State System of Higher Education	17.5	18.5
Oregon community college	25.2	21.3
Oregon independent college	5.3	4.3
Oregon proprietary school	0.6	0.5
Out-of-state four-year institution	11.7	13.0
Out-of-state two-year institution	2.3	2.7
Not enrolled in any college fall term after graduation	37.5	39.7
Did enroll during winer term 1996	--	5.5
Will DEFINITELY enroll within the next 12 months	8.1	9.5
Will PROBABLY enroll within the next 12 months	12.2	6.3
Total who have enrolled or say they will DEFINITELY enroll within 18 months of high school graduation	70.6	75.3
Total who have enrolled or say they will either DEFINITELY or PROBABLY enroll within 18 months of high school graduation	82.9	81.6

* For the Class of 1993 survey, sample size is 531; for the Class of 1995, sample size is 400 (with an additional over-sample of 400 responses from ethnic minority graduates, weighted proportionately and merged into the general sample.

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Table 2

College Enrollment Rates: Oregon Compared to U.S.

(Percent of High School Graduates)

	Oregon (1995)	Oregon (1993)	United States (1994)
Gender			
Men	54.8	57.6	60.6
Women	65.7	67.0	63.2
Total	60.3	62.5	61.9
Ethnic Group			
African American	71.4	50.0	50.9
American Indian	50.0	37.5	Not reported
Asian American	86.7	72.7	Not reported
Hispanic/Latino	56.3	52.4	48.9
European American	60.7	63.5	63.6
Mixed/Decline to respond	53.3	65.2	Not reported
Total	60.3	62.5	61.9

Sources: (1) OSSHE Institutional Research Services, "Where Have All the Graduates Gone? Surveys of the Oregon high school graduating classes of 1993 and 1995. (2) U.S. Department of Education, Digest of Education Statistics 1995. October 1995.

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Table 3
Distribution of Demographic and GPA Characteristics Within Each College Choice Group

	OSSHE		OR Comm College		OR Indep College		Oregon Proprietary		4-Year Out-of-State		2-Year Out-of-State		No College		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender																
Male	33	44.6	38	44.7	7	41.2	1	50.0	23	44.2	7	63.6	90	56.6	199	49.8
Female	41	55.4	47	55.3	10	58.8	1	50.0	29	55.8	4	36.4	69	43.4	201	50.3
Total Sample	74	100.0	85	100.0	17	100.0	2	100.0	52	100.0	11	100.0	159	100.0	400	100.0
Oregon Region																
1 - Clatsop, Columbia, Lincoln, Tillamook	3	4.1	4	4.7	2	11.8	0	0.0	4	7.7	0	0.0	5	3.1	18	4.5
2 - Clackamas, Multnomah, Washington, Yamhill	30	40.5	30	35.3	8	47.1	1	50.0	25	48.1	7	63.6	60	37.7	161	40.3
3 - Benton, Lane, Linn, Marion, Polk	22	29.7	26	30.6	2	11.8	1	50.0	11	21.2	2	18.2	48	30.2	112	28.0
4 - Coos, Curry, Douglas, Jackson, Josephine	9	12.2	14	16.5	3	17.6	0	0.0	6	11.5	1	9.1	20	12.6	53	13.3
5 - Gilliam, Hood River, Morrow, Sherman, Umatilla, Wasco, Wheeler	2	2.7	3	3.5	1	5.9	0	0.0	2	3.8	0	0.0	5	3.1	13	3.3
6 - Crook, Deschutes, Jefferson	4	5.4	4	4.7	1	5.9	0	0.0	2	3.8	0	0.0	12	7.5	23	5.8
7 - Grant, Harney, Klamath, Lake	3	4.1	1	1.2	0	0.0	0	0.0	0	0.0	0	0.0	5	3.1	9	2.3
8 - Baker, Malheur, Union, Wallowa	1	1.4	3	3.5	0	0.0	0	0.0	2	3.8	1	9.1	4	2.5	11	2.8
Total Sample	74	100.0	85	100.0	17	100.0	2	100.0	52	100.0	11	100.0	159	100.0	400	100.0

Table 3 (continued)

Distribution of Demographic and GPA Characteristics Within Each College Choice Group

	OSSHE		OR Comm College		OR Indep College		Oregon Proprietary		4-Year Out-of-State		2-Year Out-of-State		No College		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Ethnic Group																
African American	2	2.7	1	1.2	0	0.0	1	50.0	0	0.0	1	9.1	2	1.3	7	1.8
American Indian	2	2.7	3	3.5	1	5.9	0	0.0	0	0.0	0	0.0	6	3.8	12	3.0
Asian American	6	8.1	3	3.5	1	5.9	0	0.0	3	5.8	0	0.0	2	1.3	15	3.8
Hispanic/Latino	3	4.1	4	4.7	1	5.9	0	0.0	1	1.9	0	0.0	7	4.4	16	4.0
European American	55	74.3	61	71.8	12	70.6	1	50.0	38	73.1	9	81.8	114	71.7	290	72.5
Mixed	4	5.4	12	14.1	2	11.8	0	0.0	9	17.3	1	9.1	25	15.7	53	13.3
Decline to respond	2	2.7	1	1.2	0	0.0	0	0.0	1	1.9	0	0.0	3	1.9	7	1.8
Total Sample	74	100.0	85	100.0	17	100.0	2	100.0	52	100.0	11	100.0	159	100.0	400	100.0
High School GPA																
3.75-4.00	19	25.7	8	9.4	8	47.1	0	0.0	27	51.9	2	18.2	6	3.8	70	17.5
3.50-3.74	20	27.0	11	12.9	3	17.6	1	50.0	14	26.9	1	9.1	16	10.1	66	16.5
3.25-3.49	11	14.9	13	15.3	2	11.8	1	50.0	4	7.7	0	0.0	14	8.8	45	11.3
3.00-3.24	18	24.3	19	22.4	2	11.8	0	0.0	4	7.7	5	45.5	30	18.9	78	19.5
2.75-2.99	4	5.4	15	17.6	0	0.0	0	0.0	2	3.8	1	9.1	17	10.7	39	9.8
2.50-2.74	1	1.4	11	12.9	1	5.9	0	0.0	1	1.9	0	0.0	25	15.7	39	9.8
2.25-2.49	1	1.4	3	3.5	0	0.0	0	0.0	0	0.0	0	0.0	4	2.5	8	2.0
2.00-2.24	0	0.0	1	1.2	0	0.0	0	0.0	0	0.0	0	0.0	20	12.6	21	5.3
Below 2.00	0	0.0	1	1.2	0	0.0	0	0.0	0	0.0	1	9.1	4	2.5	6	1.5
Unknown	0	0.0	3	3.5	1	5.9	0	0.0	0	0.0	1	9.1	23	14.5	28	7.0
Total Sample	74	100.0	85	100.0	17	100.0	2	100.0	52	100.0	11	100.0	159	100.0	400	100.0

demog96.wb2

Table 4

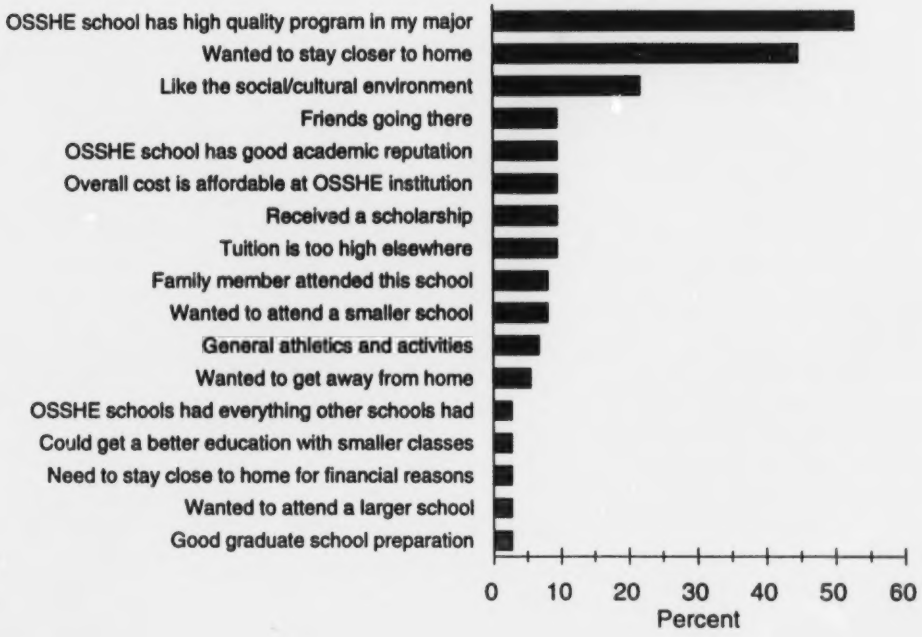
Reasons for Choosing an OSSHE Institution

(N=74)

Reason	N	% of Respondents Choosing OSSHE*
OSSHE school has high quality program in my major	39	52.7
Wanted to stay closer to home	33	44.6
Like the social/cultural environment	16	21.6
Friends going there	7	9.5
OSSHE school has good academic reputation	7	9.5
Overall cost is affordable at OSSHE institution	7	9.5
Received a scholarship	7	9.5
Tuition is too high elsewhere	7	9.5
Family member attended this school	6	8.1
Wanted to attend a smaller school	6	8.1
General athletics and activities	5	6.8
Wanted to get away from home	4	5.4
OSSHE schools had everything other schools had	2	2.7
Could get a better education with smaller classes	2	2.7
Need to stay close to home for financial reasons	2	2.7
Wanted to attend a larger school	2	2.7
Good graduate school preparation	2	2.7
Other assorted reasons	10	13.5
Total responses	165	223.0

* Because respondents could cite more than one reason, the total number of reasons cited is more than 100% of the total number of respondents choosing an OSSHE institution.

Major Reasons for Choosing OSSHE


OSSHE school has high quality program in my major
Wanted to stay closer to home
Like the social/cultural environment
Friends going there
OSSHE school has good academic reputation
Overall cost is affordable at OSSHE institution
Received a scholarship
Tuition is too high elsewhere
Family member attended this school
Wanted to attend a smaller school
General athletics and activities
Wanted to get away from home
OSSHE schools had everything other schools had
Could get a better education with smaller classes
Need to stay close to home for financial reasons
Wanted to attend a larger school
Good graduate school preparation
0
10
20
30
40
50
60
Percent

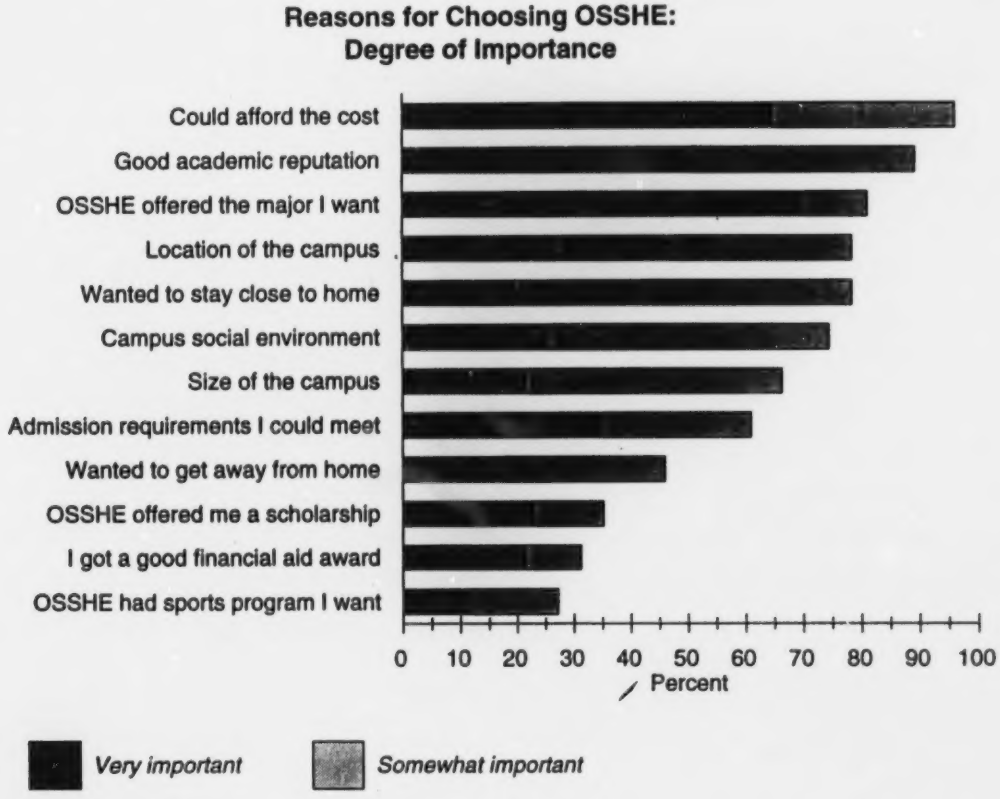
foross96.wb2

Table 5

Importance of Reasons for Choosing an OSSHE Institution

(N=74)

Reason	Very Important N	Very Important %	Somewhat Important N	Somewhat Important %	Combined N	Combined %
Could afford the cost	48	64.9	23	31.1	71	95.9
Good academic reputation	37	50.0	29	39.2	66	89.2
OSSHE offered the major I want	52	70.3	8	10.8	60	81.1
Location of the campus	35	47.3	23	31.1	58	78.4
Wanted to stay close to home	31	41.9	27	36.5	58	78.4
Campus social environment	19	25.7	36	48.6	55	74.3
Size of the campus	16	21.6	33	44.6	49	66.2
Admission requirements I could meet	26	35.1	19	25.7	45	60.8
Wanted to get away from home	13	17.6	21	28.4	34	45.9
OSSHE offered me a scholarship	17	23.0	9	12.2	26	35.1
I got a good financial aid award	16	21.6	7	9.5	23	31.1
OSSHE had sports program I want	9	12.2	11	14.9	20	27.0


Reasons for Choosing OSSHE:
Degree of Importance
Could afford the cost
Good academic reputation
OSSHE offered the major I want
Location of the campus
Wanted to stay close to home
Campus social environment
Size of the campus
Admission requirements I could meet
Wanted to get away from home
OSSHE offered me a scholarship
I got a good financial aid award
OSSHE had sports program I want
0 10 20 30 40 50 60 70 80 90 100
Percent
Very important
Somewhat important

imposs96.wb2

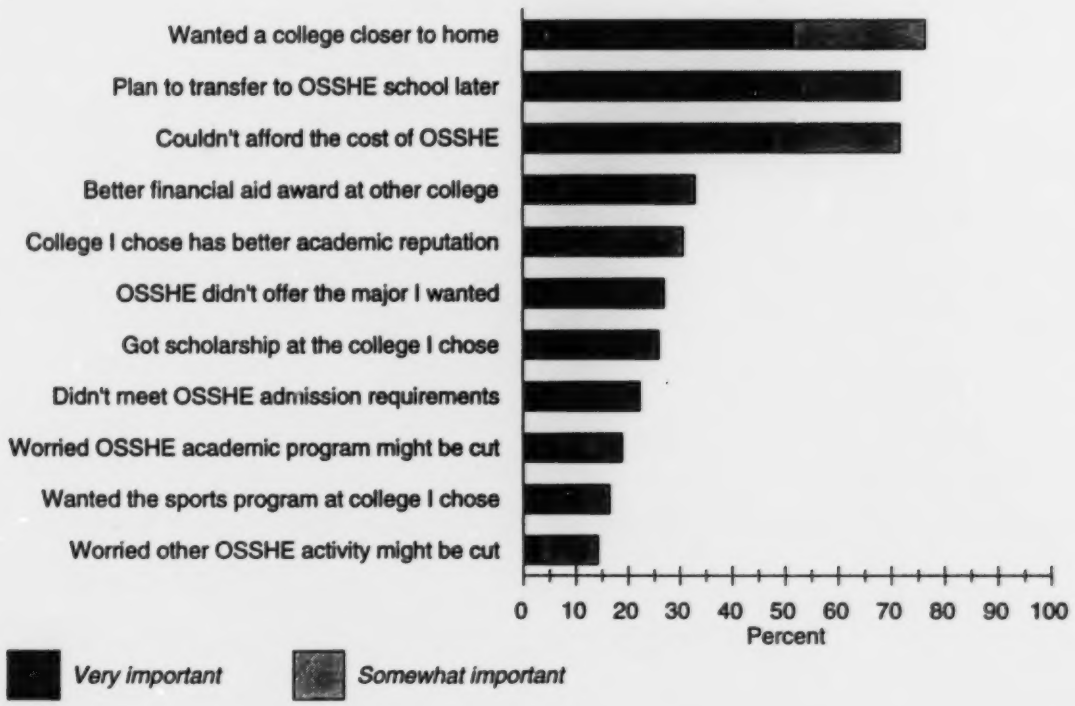
Table 6

Importance of Reasons for Not Choosing an OSSHE Institution: Respondents Who Chose an Oregon Community College

(N=85)

Reason	Very Important N	Very Important %	Somewhat Important N	Somewhat Important %	Combined N	Combined %
Wanted a college closer to home	44	51.8	21	24.7	65	76.5
Plan to transfer to OSSHE school later	45	52.9	16	18.8	61	71.8
Couldn't afford the cost of OSSHE	41	48.2	20	23.5	61	71.8
Better financial aid award at other college	21	24.7	7	8.2	28	32.9
College I chose has better academic reputation	13	15.3	13	15.3	26	30.6
OSSHE didn't offer the major I wanted	15	17.6	8	9.4	23	27.1
Got scholarship at the college I chose	18	21.2	4	4.7	22	25.9
Didn't meet OSSHE admission requirements	7	8.2	12	14.1	19	22.4
Worried OSSHE academic program might be cut	6	7.1	10	11.8	16	18.8
Wanted the sports program at college I chose	10	11.8	4	4.7	14	16.5
Worried other OSSHE activity might be cut	3	3.5	9	10.6	12	14.1

Reasons for Choosing an Oregon Community College Instead of OSSHE: Degree of Importance


Wanted a college closer to home
Plan to transfer to OSSHE school later
Couldn't afford the cost of OSSHE
Better financial aid award at other college
College I chose has better academic reputation
OSSHE didn't offer the major I wanted
Got scholarship at the college I chose
Didn't meet OSSHE admission requirements
Worried OSSHE academic program might be cut
Wanted the sports program at college I chose
Worried other OSSHE activity might be cut
0 10 20 30 40 50 60 70 80 90 100
Percent
Very important
Somewhat important

impcc96.wb2

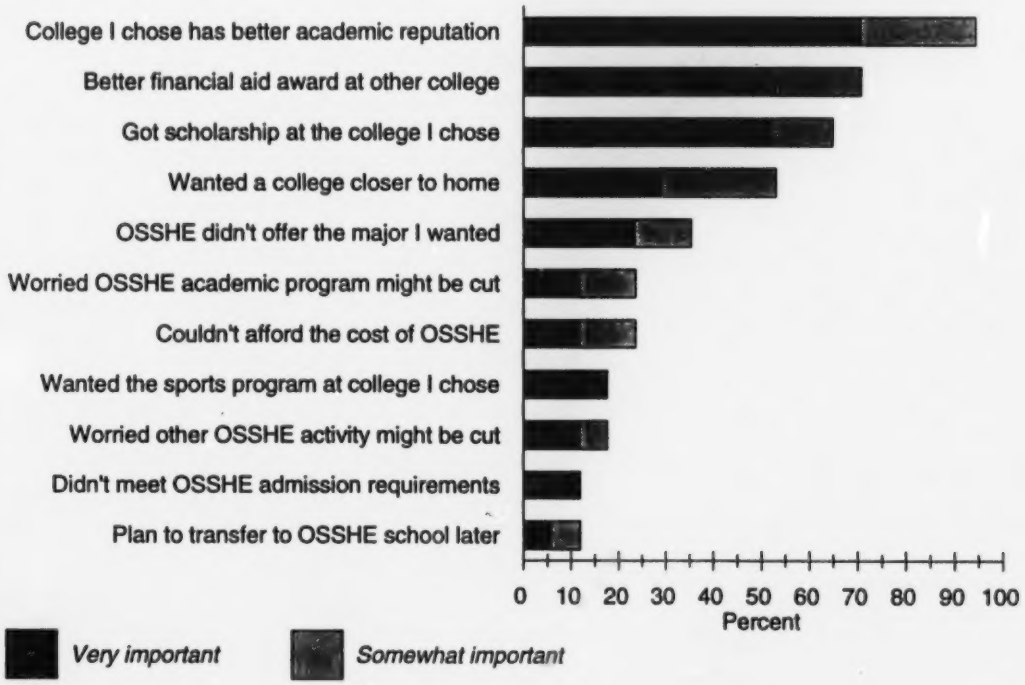
Table 7

Importance of Reasons for Not Choosing an OSSHE Institution: Respondents Who Chose an Oregon Independent College

(N=17)

Reason	Very Important N	Very Important %	Somewhat Important N	Somewhat Important %	Combined N	Combined %
College I chose has better academic reputation	12	70.6	4	23.5	16	94.1
Better financial aid award at other college	9	52.9	3	17.6	12	70.6
Got scholarship at the college I chose	9	52.9	2	11.8	11	64.7
Wanted a college closer to home	5	29.4	4	23.5	9	52.9
OSSHE didn't offer the major I wanted	4	23.5	2	11.8	6	35.3
Worried OSSHE academic program might be cut	2	11.8	2	11.8	4	23.5
Couldn't afford the cost of OSSHE	2	11.8	2	11.8	4	23.5
Wanted the sports program at college I chose	3	17.6	0	0.0	3	17.6
Worried other OSSHE activity might be cut	2	11.8	1	5.9	3	17.6
Didn't meet OSSHE admission requirements	2	11.8	0	0.0	2	11.8
Plan to transfer to OSSHE school later	1	5.9	1	5.9	2	11.8

Reasons for Choosing an Oregon Independent College Instead of OSSHE: Degree of Importance


College I chose has better academic reputation
Better financial aid award at other college
Got scholarship at the college I chose
Wanted a college closer to home
OSSHE didn't offer the major I wanted
Worried OSSHE academic program might be cut
Couldn't afford the cost of OSSHE
Wanted the sports program at college I chose
Worried other OSSHE activity might be cut
Didn't meet OSSHE admission requirements
Plan to transfer to OSSHE school later
0 10 20 30 40 50 60 70 80 90 100
Percent
Very important
Somewhat important

impind96.wb2

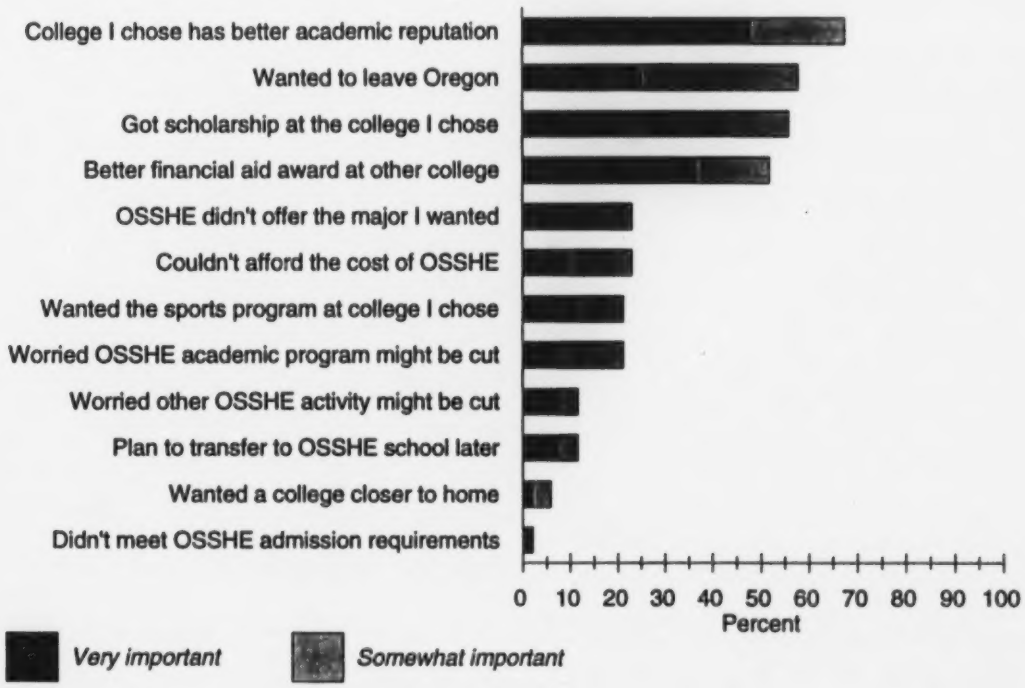
Table 8

Importance of Reasons for Not Choosing an OSSHE Institution: Respondents Who Chose an Out-of-State Four-Year Institution

(N=52)

Reason	Very Important N	Very Important %	Somewhat Important N	Somewhat Important %	Combined N	Combined %
College I chose has better academic reputation	25	48.1	10	19.2	35	67.3
Wanted to leave Oregon	13	25.0	17	32.7	30	57.7
Got scholarship at the college I chose	23	44.2	6	11.5	29	55.8
Better financial aid award at other college	19	36.5	8	15.4	27	51.9
OSSHE didn't offer the major I wanted	9	17.3	3	5.8	12	23.1
Couldn't afford the cost of OSSHE	5	9.6	7	13.5	12	23.1
Wanted the sports program at college I chose	6	11.5	5	9.6	11	21.2
Worried OSSHE academic program might be cut	4	7.7	7	13.5	11	21.2
Plan to transfer to OSSHE school later	4	7.7	2	3.8	6	11.5
Worried other OSSHE activity might be cut	4	7.7	2	3.8	6	11.5
Wanted a college closer to home	1	1.9	2	3.8	3	5.8
Didn't meet OSSHE admission requirements	1	1.9	0	0.0	1	1.9

Reasons for Choosing an Out-of-State Four-Year Institution Instead of OSSHE: Degree of Importance


College I chose has better academic reputation
Wanted to leave Oregon
Got scholarship at the college I chose
Better financial aid award at other college
OSSHE didn't offer the major I wanted
Couldn't afford the cost of OSSHE
Wanted the sports program at college I chose
Worried OSSHE academic program might be cut
Worried other OSSHE activity might be cut
Plan to transfer to OSSHE school later
Wanted a college closer to home
Didn't meet OSSHE admission requirements
0 10 20 30 40 50 60 70 80 90 100
Percent
Very important
Somewhat important

imp4yr96.wb2

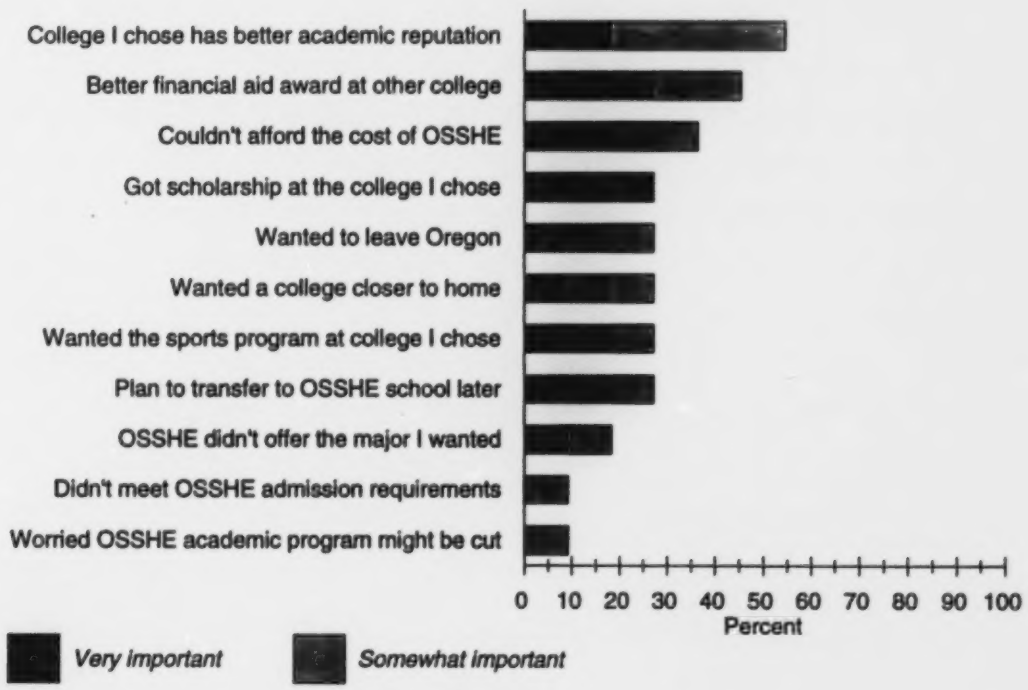
Table 9

Importance of Reasons for Not Choosing an OSSHE Institution: Respondents Who Chose an Out-of-State Two-Year Institution

(N=11)

Reason	Very Important N	Very Important %	Somewhat Important N	Somewhat Important %	Combined N	Combined %
College I chose has better academic reputation	2	18.2	4	36.4	6	54.5
Better financial aid award at other college	3	27.3	2	18.2	5	45.5
Couldn't afford the cost of OSSHE	2	18.2	2	18.2	4	36.4
Got scholarship at the college I chose	3	27.3	0	0.0	3	27.3
Wanted a college closer to home	2	18.2	1	9.1	3	27.3
Wanted to leave Oregon	2	18.2	1	9.1	3	27.3
Plan to transfer to OSSHE school later	2	18.2	1	9.1	3	27.3
Wanted the sports program at college I chose	2	18.2	1	9.1	3	27.3
OSSHE didn't offer the major I wanted	1	9.1	1	9.1	2	18.2
Worried OSSHE academic program might be cut	0	0.0	1	9.1	1	9.1
Didn't meet OSSHE admission requirements	0	0.0	1	9.1	1	9.1

Reasons for Choosing an Out-of-State Two-Year Institution Instead of OSSHE: Degree of Importance


College I chose has better academic reputation
Better financial aid award at other college
Couldn't afford the cost of OSSHE
Got scholarship at the college I chose
Wanted to leave Oregon
Wanted a college closer to home
Wanted the sports program at college I chose
Plan to transfer to OSSHE school later
OSSHE didn't offer the major I wanted
Didn't meet OSSHE admission requirements
Worried OSSHE academic program might be cut
0 10 20 30 40 50 60 70 80 90 100
Percent
Very important
Somewhat important

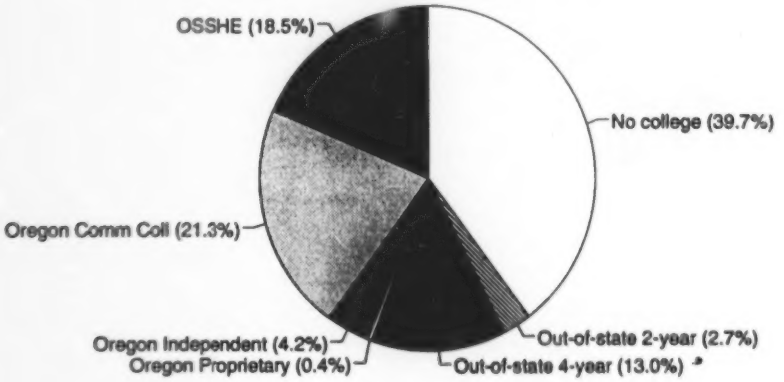
imp2yr96.wb2

Table 10

College Choices of All Respondents Compared to High GPA Students

College Choice	All Respondents N	All Respondents %	GPA 3.75-4.00 N	GPA 3.75-4.00 %
Oregon State Sytem of Higher Education	74	18.5	19	27.1
Oregon community college	85	21.3	8	11.4
Oregon independent college	17	4.3	8	11.4
Oregon proprietary school	2	0.5	0	0.0
Out-of-state four-year institution	52	13.0	27	38.6
Out-of-state two-year institution	11	2.8	2	2.9
Total enrolled in college	241	60.3	64	91.4
No college	159	39.8	6	8.6
GRAND TOTAL	400	100.0	70	100.0

College Choice of All Respondents



College Choice of High GPA Students

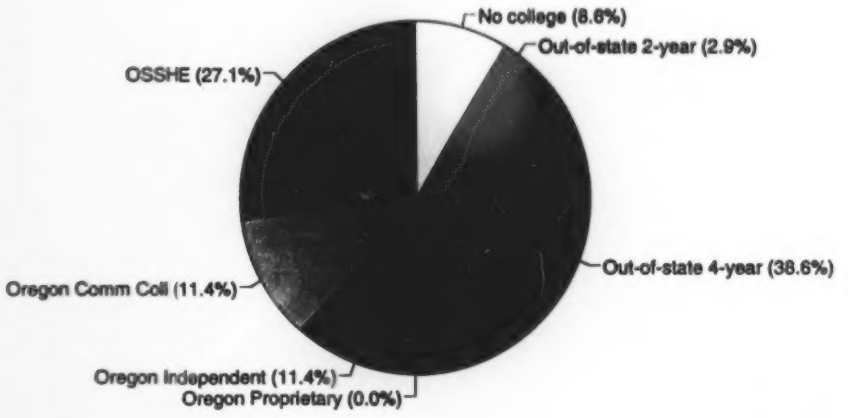
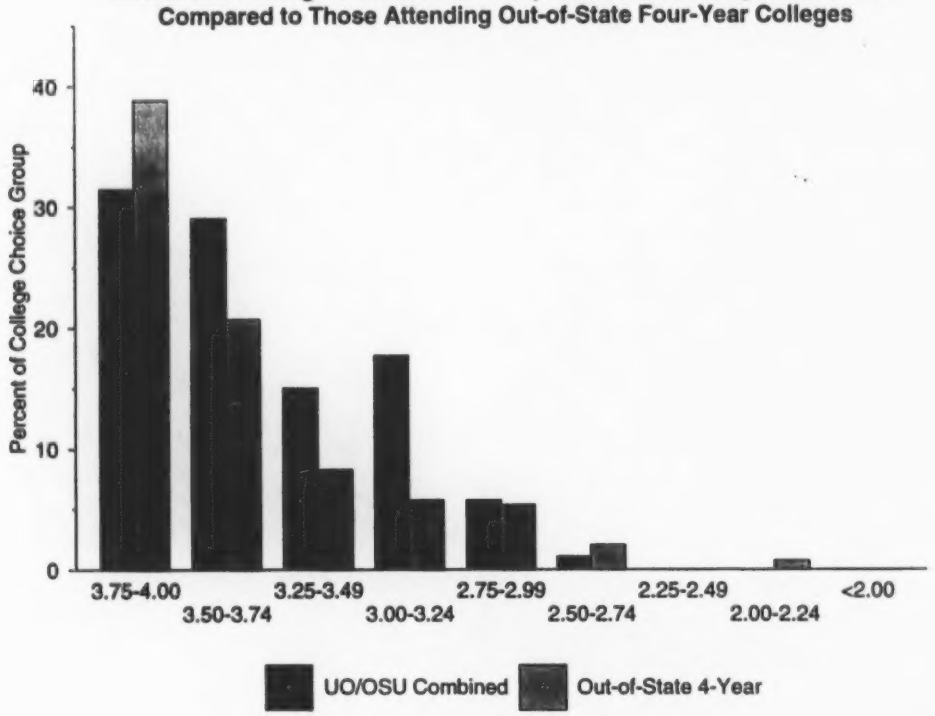


Table 11

High School GPA Distribution: UO/OSU Compared to Out-of-State Four-Year Respondents

GPA Range	UO/OSU Combined N	UO/OSU Combined %	Out-of-State Four-Year N	Out-of-State Four-Year %
3.75-4.00	13	32.5	27	51.9
3.50-3.74	12	30.0	14	26.9
3.25-3.49	6	15.0	4	7.7
3.00-3.24	7	17.5	4	7.7
2.75-2.99	2	5.0	2	3.8
2.50-2.74	0	0.0	1	1.9
2.25-2.49	0	0.0	0	0.0
2.00-2.24	0	0.0	0	0.0
<2.00	0	0.0	0	0.0
Total Sample	40	100.0	52	100.0

Distribution of High School GPA: Respondents Attending UO and OSU Compared to Those Attending Out-of-State Four-Year Colleges



gpauoosu.wb2

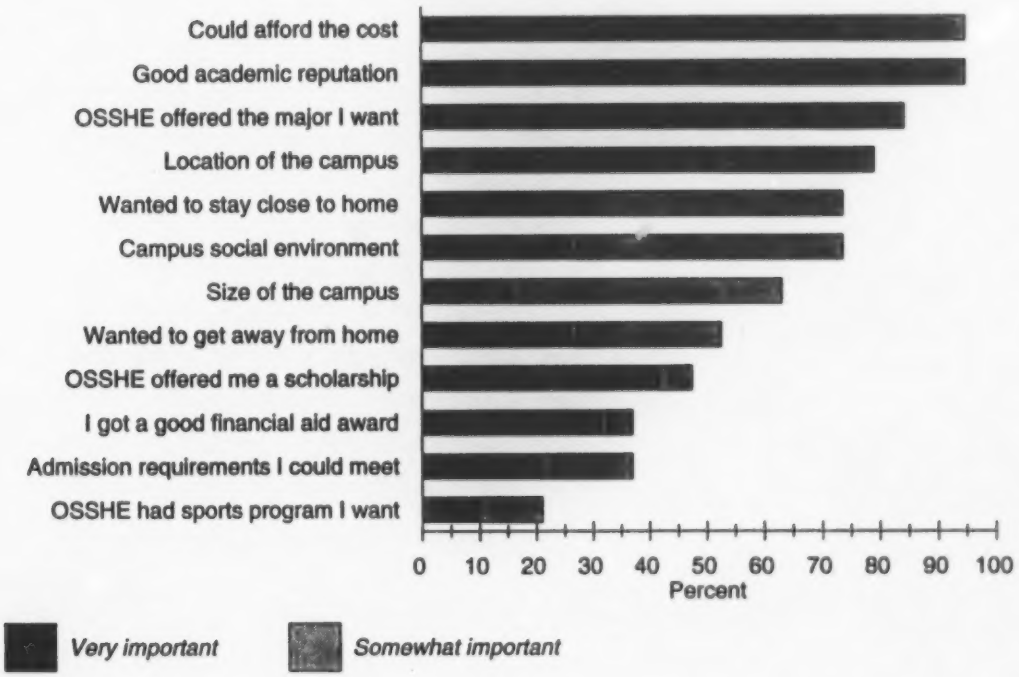
Table 12

Importance of Reasons for Choosing an OSSHE Institution: High GPA Students

(N=19)

Reason	Very Important N	Very Important %	Somewhat Important N	Somewhat Important %	Combined N	Combined %
Could afford the cost	14	73.7	4	21.1	18	94.7
Good academic reputation	10	52.6	8	42.1	18	94.7
OSSHE offered the major I want	13	68.4	3	15.8	16	84.2
Location of the campus	10	52.6	5	26.3	15	78.9
Wanted to stay close to home	6	31.6	8	42.1	14	73.7
Campus social environment	5	26.3	9	47.4	14	73.7
Size of the campus	3	15.8	9	47.4	12	63.2
Wanted to get away from home	5	26.3	5	26.3	10	52.6
OSSHE offered me a scholarship	8	42.1	1	5.3	9	47.4
I got a good financial aid award	6	31.6	1	5.3	7	36.8
Admission requirements I could meet	4	21.1	3	15.8	7	36.8
OSSHE had sports program I want	2	10.5	2	10.5	4	21.1

Reasons for Choosing OSSHE Among High GPA Students: Degree of Importance

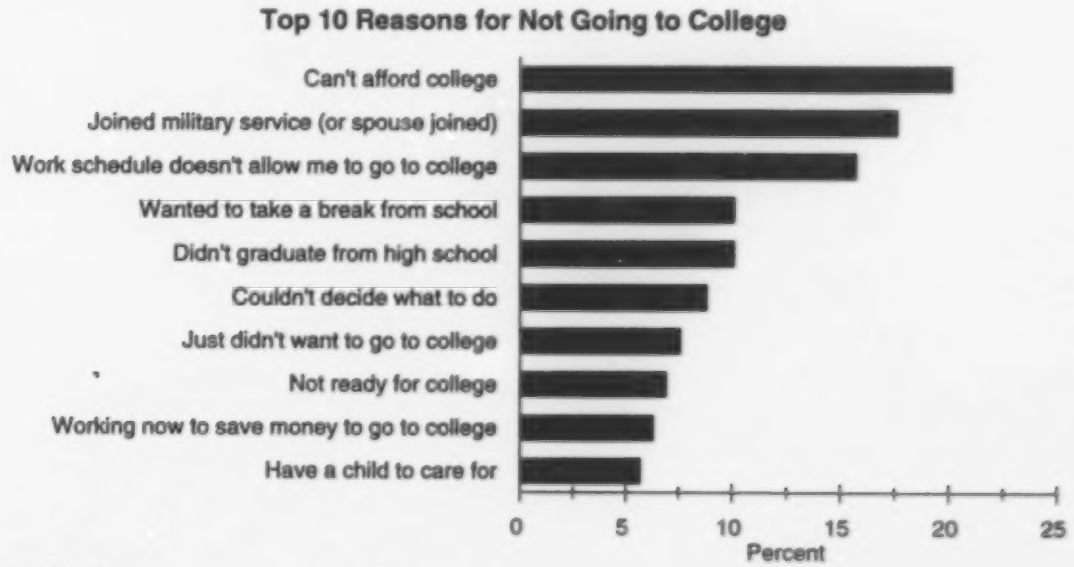

Could afford the cost
Good academic reputation
OSSHE offered the major I want
Location of the campus
Wanted to stay close to home
Campus social environment
Size of the campus
Wanted to get away from home
OSSHE offered me a scholarship
I got a good financial aid award
Admission requirements I could meet
OSSHE had sports program I want
0 10 20 30 40 50 60 70 80 90 100
Percent
Very important
Somewhat important

higpaoss.wb2

Table 13
Reasons for Not Going to College
(N=159)

Reason	N	% of Respondents Not Going to College*
Can't afford college	32	20.1
Joined military service (or spouse joined)	28	17.6
Work schedule doesn't allow me to go to college	25	15.7
Didn't graduate from high school	16	10.1
Wanted to take a break from school	16	10.1
Couldn't decide what to do	14	8.8
Just didn't want to go to college	12	7.5
Not ready for college	11	6.9
Working now to save money to go to college	10	6.3
Have a child to care for	9	5.7
More interested in social life, not school	6	3.8
Military will provide education or pay for it	5	3.1
Wanted to start saving money	4	2.5
Wanted/needed to travel	4	2.5
Medical or health problem	4	2.5
Have the job I want now, don't need more educatior	3	1.9
Didn't have transportation	3	1.9
Didn't submit paperwork to college on time	3	1.9
Family responsibilities require me to work instead	3	1.9
Couldn't get into the program I wanted	2	1.3
Religious reasons	2	1.3
Moved and getting settled	2	1.3
Couldn't get enough funding/financial aid	2	1.3
Didn't get back in time for classes	2	1.3
Didn't have high enough grades for college	2	1.3
Other assorted reasons	16	10.1
Total responses	236	148.4

* Because respondents could cite more than one reason, the total number of reasons cited is more than 100% of the total number of respondents not going to college.


Top 10 Reasons for Not Going to College
Can't afford college
Joined military service (or spouse joined)
Work schedule doesn't allow me to go to college
Wanted to take a break from school
Didn't graduate from high school
Couldn't decide what to do
Just didn't want to go to college
Not ready for college
Working now to save money to go to college
Have a child to care for
0
5
10
15
20
25
Percent

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Appendix 1

Representativeness of Survey Respondents Compared to Post-High School Plans Survey Database and All Oregon Public High School Graduates

	Survey Respondents		PHSP Database		1995 Oregon Public High School Grads	
	N	%	N	%	N	%
Gender						
Male	199	49.8	11,563	51.1	13,159	48.9
Female	201	50.3	11,047	48.9	13,740	51.1
Total	400	100.0	22,610	100.0	26,899	100.0
Ethnic Group						
African American	7	1.8	348	1.5	478	1.8
American Indian	12	3.0	682	3.0	410	1.5
Asian American	15	3.8	849	3.8	944	3.5
Hispanic/Latino	16	4.0	907	4.0	1,087	4.0
European American	290	72.5	16,406	72.6	23,980	89.1
Mixed/Unknown/Decline	60	15.0	3,418	15.1	--	0.0
Total	400	100.0	22,610	100.0	26,899	100.0
Oregon Region						
1 - Clatsop, Columbia, Lincoln, Tillamook	18	4.5	1,237	5.5	1,515	5.6
2 - Clackamas, Multnomah, Washington, Yamhill	161	40.3	8,903	39.4	10,735	39.9
3 - Benton, Lane, Linn, Marion, Polk	112	28.0	5,806	25.7	6,553	24.4
4 - Coos, Curry, Douglas, Jackson, Josephine	53	13.3	3,051	13.5	3,926	14.6
5 - Gilliam, Hood River, Morrow, Sherman, Umatilla, Wasco, Wheeler	13	3.3	1,040	4.6	1,198	4.5
6 - Crook, Deschutes, Jefferson	23	5.8	1,026	4.5	1,193	4.4
7 - Grant, Harney, Klamath, Lake	9	2.3	763	3.4	860	3.2
8 - Baker, Malheur, Union, Wallowa	11	2.8	784	3.5	919	3.4
Total	400	100.0	22,610	100.0	26,899	100.0

* In the data reported in this survey and in the Post-High School Plans survey, students of mixed ethnic background or those declining to identify their ethnic group were counted in the "unknown" category. Data on public high school graduates provided by school districts assigned all students to one of the ethnic categories provided, and did not count any as "unknown."

Sources: (1) OSSHE Office of Institutional Research, PHSP database. (2) Oregon Department of Education, School Finance and Data Information Services, "1995 High School Completers: Oregon Public Schools." December 1995.

represen.wb2

Other Comments from Survey Respondents

General Sample
Ethnic Minority Sample

Other Comments: General Sample

The colleges base financial aid eligibility on the parent's income. That's unfair to the student because he wouldn't be living on their income while in school.

Ended up going into the Navy in January 1995 because college wasn't affordable.

I hope the funding problems in the Oregon college system are solved. In the past it has been a good system. I hope that continues.

She chose Duke mostly because she wanted to go on an adventure in the East. It wasn't a negative reflection on colleges here.

I'm concerned about where the state's going, considering budget cuts with regard to education. One of my daughters wants the veterinarian program at OSU, but we fear the program may be cut. No other vet program close to Oregon. A great disappointment if that program is cut.

I'm looking for some reforms at the state level regarding education at Oregon's universities. I'm not sure what needs to be done, but it needs improvement.

We're proud he has a 4.0 at Blue Mountain (Dean's list) and will transfer to a four year college later on.

I know a lot of people who graduated with me and who have gone to a four year college and have had a hard time handling all the big classes. I like small classes and more one on one type learning at a community college.

Since I visited Washington State it's obvious the colleges up there are so much better supported (financially). The grounds are maintained better. It made me think that the actual programs down here may be affected seriously by budget cuts as well.

He thought the colleges here were too expensive for the education received and wanted a church affiliated college.

Financial aid too unavailable. I had to be judged by my parent's income and wasn't eligible.

The cost of college (at four year colleges) is too high. It's harder for white people to get scholarships than for minorities and I wish that weren't true.

More technical/vocational schools should be available in Oregon. Not everyone needs or wants to go to a four year college.

Schools in Oregon are great. But if they cut programs it's not fair to the students. Also, the school in Montana guarantees their graduates a job in Agricultural Management in Montana.

You asked about the cost; it's very expensive to go to an Oregon state school. We've found other state schools don't seem as expensive.

He looked very seriously at the Oregon schools. And this sounds strange, but going to a private school was actually cheaper than an Oregon state school.

She had heard that many people in Oregon can't finish at a state system college in four years because they can't get all the classes they want within that time frame. They end up having to finance education for five, not four years.

Biggest concern is that public colleges are so liberal and too expensive.

Finances are hard to swing for middle classes – aid not obtainable. Our family might have to fight to keep her and other children in college (so expensive).

Many of the kids who graduated with him went to a community college before transferring to a four year college because it was too far too expensive for all four years at a state system college.

OSU and other big colleges in Oregon should give students more attention and more help to get classes they need. And once in the classes, teachers should give more personal attention. I've switched to Linn-Benton because I got angry at OSU for not doing those things.

His long term goal is to go to a police academy after leaving the Marines and that's not offered at a four year college.

I wish college were cheaper.

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The major reason I couldn't go to a four year college is because at least trigonometry was required. I only went as far as geometry and couldn't get in. The admissions department shouldn't have such a strict requirement. I have to go to a community college for trig (currently enrolled) before I can transfer.

Colleges should appeal to broader interests. My daughter is interested and nothing really in college interested her right now.

He's super bright but couldn't afford college. Army was a better option. His college will be paid for by the Army (GI Bill).

The cost of college was an obstacle -- a waste of money unless there is a definite goal.

If I had to do it over, I would have kept him out of public school and done home schooling with him.

He wasn't very talkative while in high school, but after he got out he listed all his options and made a good choice. I'm really very proud of him.

Just that it shouldn't be considered negative if a person chooses to take time off after high school before deciding to go to college or not.

She couldn't have handled a four year college because her math foundation was so poor. There needs to be some remedial help at the colleges for people like this to help them through college -- because it's a common problem.

I plan on enlisting in the Marines for intelligence career. No desire for college soon.

I will transfer to a state system college because I don't like Linfield.

OSU did a great recruitment process and orientation.

She wanted to go to Corvallis (OSU) but they didn't offer her major.

She never considered the state schools.

I let my kids make their own decisions about where they could get the best quality education and they thought private colleges are better (more attention from teachers).

I'm going to Brazil on a church mission and I dropped out of Ricks.

She's a serious student, high GPA. But no colleges here (state or other wise) approached her with interest or financial aid offers.

ROTC not offered in many Oregon State system colleges. It should be.

Financial aid advisors need to be more knowledgeable and helpful at the state system colleges. Information is hard to get.

The state system colleges are very expensive.

Measure 5 damaged college system here.

Reduce the cost.

Some fields like architecture, not offered by enough state colleges.

Good study.

The financial aid departments at the state colleges are very confused and untogether. One day someone at OIT said I qualified for aid and the next day I was told I didn't.

It should be easier to fill out the forms applying for financial aid (confusing forms).

Lower standards for prerequisites for veterinarian training -- the criteria was so ridiculous for a program that hardly anyone can get in.

The classes are way too big in some state system colleges -- I'd rather be a name than a number.

Affordability for middle income families is difficult. Hard to get financial aid unless very low income.

His biggest complaints are that the teachers aren't as available to the students as they should be.

What they really need to do is require first term freshmen to take a class in self esteem -- and on how to study and succeed in college.

I won't like it if PSU becomes a surrogate school to one of the other big state colleges (there has been talk of that).

The state system colleges should offer more financial aid.

Keep the rising costs of tuition down. It's more expensive than the University of Nebraska. I'll transfer there partly because of that.

This study is a waste of tax money, but not as bad as some.

U of O introduction time was helpful -- tour and question answering. Having the college visiting the high school was helpful.

The higher education system needs better financial support from the taxpayer.

Biggest reason I have to go out of state to school is that no Oregon State system colleges offer auto mechanics program.

Financial aid is very difficult to get at the state system colleges.

All three of my sons chose military over college because college is so expensive and they can get good training that will lead to high pay.

He'll go to college within the next two years, here or somewhere else.

Financial aid is hard to get.

She might have gone to school in the Fall, but she thought financial aid might not be available. It was hard to get the information from the state colleges.

More information should be given out to high school students about programs at the state colleges.

Make the state colleges more accessible to people who don't have the money for school.

We (the parents) have post graduate education received partly in Oregon. The system has deteriorated. Libraries and former academic excellence have been going downhill.

Now I'm thinking of transferring to the U of O, Willamette, or Lewis and Clark because American University had a bad learning environment and I didn't like it at all.

The other concern she had was that if she got a grant to OSU, was it only for one year? Because of this, she'd be scrambling for money after that -- if it ran out. This part of the financial aid was confusing. If it were simpler, people might have an easier time.

There are co-ed dorms at the state colleges that compromise kids' morals.

Tuition should be a bit lower. High school students should be more encouraged to go to college and given necessary information. Some of them fall through the cracks.

Some of the Oregon State colleges didn't give much financial aid.

She's got a 4.00 average so far.

Make it so that students can get through programs in four years. Too often it takes five years.

Should offer more scholarships at the Oregon State Colleges.

We couldn't ever afford to help him go to college. We're middle class and there's not any financial aid available.

After I get my license, I plan to get my GED in May.

She's got a college that suits her well.

He studied all the time; an incredible kid.

Is this like a study or something?

What is it for?

If I attended a school it would be Umpqua Community College.

Can't entice students to colleges; it has to do with temperament and background.

He would have gone to Tillamook Bay Community College if he had gone.

Sounds like a valid survey. I wonder about the statistics on kids from small towns lasting through the first year of college and not dropping out.

The costs of tuition are rising every year. It's getting harder to get through college unless you have money.

The landscaping program I wanted is better at a community college than at any of the state colleges. I can get more work experience.

Make college cheaper.

It's too bad he had to enlist in the Army and not go to college. It's what happens to poor kids.

Seniors in high school need to be treated more like adults, less like children so they'll be ready to transition into college.

Other Comments: Ethnic Minority Sample

Unfortunate that it's so hard to get into a 4 year college here. Aren't enough financial aid programs geared to help kids get into college. Too many budget cuts and not enough financial aid.

I went to a private college primarily because I think the academic education is better than at the public colleges.

What is this for?

The only problem is that they do include your parent's income in giving you financial aid or not.

Kids should have more chance to go to college in Oregon -- especially poor kids. Make financial aid and scholarships easier to get.

The cost of college makes it difficult. A person has to be really rich to afford it or poor enough to get financial aid.

He didn't think he'd get much "cultural" support (for black/mixed ethnic minorities) at a college here. That's why he chose a college for black people in Atlanta.

She's very happy at the University of Oregon and so far, we are too.

She would've thought more about completing high school and going to college, but the high school teachers didn't help to encourage her.

He has leadership abilities and I think he will do well in college.

She probably would've gone to school if she could've afforded it, but I think she'd have chosen one out of state with more prestige.

Who does the info go to? Will her name be used?

Nothing wrong with state colleges. Choice was between U of O and Whitman.

College has gotten more expensive. Many of my friends can't afford it and have dropped out to work.

Will transfer to OSU.

School year has been great for me.

Mom would prefer her to study in Oregon.

Wish she could have stayed in state, but would have been more costly because of her scholarship offsetting the higher cost.

More than half the kids on his baseball team are from Oregon schools, including kids who live near colleges -- surprising. Only big colleges visit Lakeview. Community colleges should recruit there also. High school counseling office lacks materials on Oregon schools.

Cheaper to go out of state.

I would've gone to a regular college, but the high schools did not help to prepare me.

He has enjoyed the U of O academic experience so far.

College counselor at his high school seems to push private universities. No need to downgrade colleges or state colleges. Basing a reputation on amount of financial aid brought in is biased. Kids should be encouraged to continue education no matter where they go.

Need more cultural/racial diversity in most colleges and more teachers sensitive to it. U of O and Eugene are good about it.

Quit raising cost of tuition in 4 year colleges.

Maybe Oregon schools need help in better recruiting. We got a lot of calls and letters from the Southern states and that's where she ended up going.

The state schools have gotten very very liberal in the living situations and we wanted a conservative atmosphere.

His major is Technical Theatre and it was a stronger program where he went than any Oregon school.

We did apply to WOSC and he got a letter back from the housing department, but never heard from the academic acceptance office. They finally sent it the last minute in June, but he had already signed up at Hawaii because of their deadline. Our experience at Eastern Oregon State College was fine. They made three to four contacts after he rejected them in writing. What Hawaii offered him was cheaper and more personable. It was less expensive to fly him back and forth twice a year plus the tuition than go to an Oregon State school.

The state colleges should re-consider their prices -- lower them.

At the state colleges there should be more availability of certain classes. They fill up some terms and then aren't available at all the next term.

Give better scholarships at state system colleges to bright students who can't afford it; my son was a lucky one who got one at Stanford.

I wish he'd graduate and get his life together.

Kids who are having a hard time in high school should be able to get more help so they'll be prepared for college.

I heard from both PSU and Clackamas Community College that you should take your pre-requisites at a community college because it's a lot cheaper, so that's what I'm going to do.

OSU school good. Technology improving.

Couldn't afford college without army help.

Will this help my son?

It was eye opening to have a child from another racial or ethnic background living with our family. We hope he's not involved with gangs again back in San Francisco.

People in Oregon need to financially support the state system colleges.

I'm planning on going to New York where I used to live and will go to school there.

I have friends who are in state system colleges. They are all transferring to private schools because they hate state schools.

I quit Portland State Community College and started hair design in January.

More funding should be available (financial aid) to freshman.

Oregon State system universities are desperate for money. They'll lose a lot of students unless they pay professors more. (Attracting better teachers attracts students)

She would've probably gone to a state system college here if there would have been a good pre-med program available. But there aren't any.

Get the tuition down in Oregon State colleges or all the students will go somewhere else.

He's a gifted (TAG) student and Oregon State colleges were the only ones who did not offer him scholarships.

It was out of the question financially for her to go to a state system college full time.

It turns out it would have cost us $3000 or $4000 more a year to keep her at OSU, rather than at Washington. Washington also has a new program where they guarantee the kids will graduate within 4 years. Oregon doesn't do that. I'm glad you're doing surveys like this because I feel bad for the kids.

I think the young people had their faith in the Oregon university system broken because the voters don't support higher education here.

We are concerned about Measure 5 and how it's affecting the state system colleges in terms of budget cuts (of programs, good instructors).

The state system colleges should be more helpful in giving us information and should give more support to kids trying to understand the application process (it's confusing).

Students should be more prepared for college in high school.

I would really like to see a swimming program at the U of O.

He chose the U of O because it had a program to help him learn to speak and write English well enough to attend.

Definitely keep all the social and academic clubs going at PSU. They help students.

Get rid of calculus requirement for business majors.

He loves Western Oregon State College.

My wife and I also attended Oregon State System colleges and were satisfied.

Don't cut financial aid.

Make college more affordable.

For higher education? Everybody needs it. But not liberal arts; more technical and up-to-date stuff.

Right now she's trying to find herself.

I didn't go to college at all and I make $10.25 per hour. Pretty good, huh?

What is this for?

It seems that students have to go to too much trouble to get scholarships. They should just be given.

People like me who come from other places (Central America) need some help figuring out how to apply. I don't understand how it works.

I will transfer to another college in another state. I enrolled at OSU winter term and I want to leave Oregon as soon as I can.

There is a huge need for adults to be mentors so high school kids can feel like teachers care whether they graduate and go to college.

Shut down Portland State University. I'm offended by the faculty.

The kids aren't as well prepared academically for college these days as they should be. Kids should have more practical experience in the world and less time sitting at a desk.

More balance between college books and the world.

There should be more financial aid available. It would change America if we helped our kids get an education.

Tony ain't no dummy; he'll do a good job in college.

They (the students) need to be given a chance at college. Give scholarships to students who have high grade points.

The Oregon state colleges need to inform minority students that there's money available to them to help them get through college.

She just took off and we haven't heard from her since.

There needs to be more recruitment by state system colleges for students of color.

Ethnicity should be paid more attention to by colleges in state system. Some minority students have gone to other colleges because not enough minorities are recruited by state system colleges. We want to go to a college where there are more than just a few other students who belong to minority races.

Make it easier for kids to get money for tuition.

Some kids are devoted to school; others like to branch out into the world by joining the world, like James.

Bring down the price of college.

Just basically I chose the college I wanted but I would have preferred one away from home actually.

One thing that turned her off was going to Girl's State at the U of O; the accommodations seemed questionable to her and the campus has a bad safety record for girls getting assaulted.

The legislature should emphasize higher education more in the budget. It's sad that the Oregon state system colleges are in so much trouble financially. It was one of the reasons that Carolyn chose to go to another state for college.

Paying for college is a big issue for kids. There should be more scholarships.

For my purposes I prefer a small private school.

We (parents) wanted him to go to a state system college. He was offered a scholarship at OSU. He chose Willamette mostly because it's small.

I (mother) actually like the state system colleges in Oregon.